



Tudor Grange Academies Trust

Robert Smyth Academy

Accessibility Plan

At Robert Smyth Academy, we are committed to providing an environment that enables full curriculum access that values and includes all stakeholders, regardless of their needs, without discrimination. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion and support.

The accessibility plan contains actions to:

- Increase the extent to which disabled pupils can participate in the school's **curriculum**
- Improve the **physical environment** of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of **information** which is readily accessible

The accessibility plan should be read in conjunction with the Academy's SEND Policy and the SEN Information Report. The policy complies with our funding agreement and articles of association.

| Target | Tasks | Timescale | Responsibility | Desired outcome |
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| Curriculum | | | | |
| Ensure access to technology for students with disabilities to allow them to record information in lessons in an appropriate manner. | Priority for use of technology as required for students with disabilities. Invest in software as needed. | As required | - Strategic SEND lead - SENCo - Curriculum Leaders - IT support | Access to appropriate technology for all disabled students. |
| Reflect identified areas of need in lesson planning and | Teaching staff to plan appropriately to meet the needs of | Ongoing | - Teachers - Mentors | Improved access to the curriculum for all students. |

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| delivery. | disabled students in their classes. Dissemination of relevant information to all staff via student profiles. | | SENCo - Strategic SEND lead | |
| Prioritise student participation in extra-curricular activities. | Ensure extra-curricular and educational visits are accessible to all students. Promote inclusive sports to all students. | Ongoing | - All staff | Increased participation in wider school life for students with disabilities. |
| Ensure that all examination access arrangements are considered, applied for and implemented for identified students. | In collaboration with teaching staff, the SENCo will ensure appropriate testing and reports are compiled to apply to JCQ for examination access. | Ongoing | - All staff - SENCo - Strategic SEND lead | All students who are identified are considered for access arrangements. Where access arrangements are awarded subject staff will be made aware and arrangements will be implemented. |
| To continue to train both teaching and support staff on different aspects of SEN. | Review the needs of students with special educational needs. Provide training opportunities for staff. | Ongoing | -SENCo -LA specialist teaching service - Strategic SEND lead | Teaching staff to be confident in meeting the needs of students. Bespoke and child specific training organised, if necessary. |
| Physical Environment | | | | |
| Ensure all policies consider the implications of Disability Access. | Consider all policies in view of accessibility. | Ongoing | - Principal | Access to all aspects of school life for all students. |

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| Ensure that access to school buildings and site can meet the needs of all students on roll. | <p>Audit of accessibility of school buildings and grounds. Suggest actions and implement as budget allows.</p> <p>Maintain existing disabled access to all areas of the Academy, including:</p> <ul style="list-style-type: none"> - Accessible disabled parking bays - medical room - disabled toilets - use of lift where present - ramps - contrasting / highlighted steps and thresholds -Ensure flags on footpaths are in good condition and laid flat. <p>Future building work to fully comply with current disability legislation.</p> | Ongoing | <ul style="list-style-type: none"> - Facilities team - Principal - Facilities team | <p>Access to school buildings and site for all.</p> <p>Access to school buildings and site for all.</p> |
| Ensure that classrooms are optimally organized for students with disabilities. | <p>Plan classrooms according to students' needs. Appropriate resources within classrooms to reflect needs, including:</p> <ul style="list-style-type: none"> - writing slopes - Blinds -Clear Whiteboards -Clutter free environments | Ongoing | <ul style="list-style-type: none"> -SENCo - Class teachers - Strategic SEND lead | Disabled students able to access all lessons. |
| All students and adults to be able to evacuate the building safely in an | Fire escape plan and risk assessment to be reviewed and updated as required | Ongoing | <ul style="list-style-type: none"> - Strategic SEND lead -SENCo -Facilities team | In the event of a fire all students to be able to exit the building |

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| emergency. | and at least annually. Personalised emergency exit plan implemented for identified students, who require it. | | | safely. |
| Information Availability of documents in alternative formats. | <ul style="list-style-type: none"> - Large print format for letters and policies available. -Use of coloured overlays for students and change of background colour on interactive whiteboards. -Use of pastel-coloured paper for dyslexic students. -Dissemination of relevant information to all staff via student profiles. - Modified examination papers ordered, if appropriate. | As required | <ul style="list-style-type: none"> - All staff - SENCo -Mentors - Strategic SEND lead | <p>Improved information to parents / carers with disabilities. Improved access to learning for students with disabilities.</p> <p>Improved access to examination materials.</p> |

Reviewed by: Principal

Last Reviewed: March 2023

Ratified by Governors: March 2023

Next Review: September 2025